

INTRODUCTION

My lesson plans are for grades 9-12. I teach at an *alternative/credit recovery/adult education program*. Our credits are set up as book, or computer credits. Until there is a textbook for *Geography and History of the World*, we won't be offering it as a credit. We do offer *World History* (2 semesters), *U.S. History* (2 semesters), and *World Geography* (2 semesters). We serve a diverse body of students. Ages range from 16 (minimum) to 60 years plus. I have had a 33 year-old man who completed the government textbook and then received his diploma from a high school in northern Indiana. "Book" credits require the student to read the assigned chapters, complete all vocabulary and worksheets, and then pass the test for that chapter. What I will do with GHW is to augment the textbook chapters with cards that allow the student to complete requirement in an alternative way. I plan on having one card for replacement for each chapter and students can complete no more than one per unit. These cards could be used for a 'final project.' That could change when I receive the textbooks. At this point, I am trying to complete a plan for a different way to fulfill the curriculum requirements, which are based on the standards set by the state. What you will see here is a tentative plan of what the cards might look like. Remember, each student is working at their rate. No one has to "keep up with the class." Many times female students, who are pregnant, come to us for a few months, leave for six weeks, then return to finish. Others are on house arrest, have court-order service, or maybe a short incarceration period. We have to be very flexible, so our curriculum reflects this. Remember, each credit is set up for independent study.

Human Environment Interaction: Example Alaska

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Estimated Sessions: 3-5 days, 3 hour sessions

Grade levels: 10-12

Purpose: Have students examine –by reading a true story – the impact of the physical and human environment in Alaska.

National Geography Standards addressed:

- 1 –How to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.
- 4 – The physical and human characteristics of places.
- 6 – How culture and experience influence people's perceptions of places and regions.
- 14 – How human actions modify the physical environment.
- 15 – How physical systems affect human systems.

Indiana Social Studies Academic Indicators addresses:

Geography and History of the World

- 9.1 - Use maps to identify regions in the world where particular natural disasters occur frequently. Analyze how the physical and human environments in these regions have been modified over time in response to environmental threats. Give examples of how international efforts bring aid to these regions and assess the success of these efforts.
- 9.2 - Identify regional resource issues that may impair sustainability*, economic expansion, and/or diversification*. Assess the impact of these issues on the physical and human environments of specific regions. Propose strategies for dealing with regional resources issues.

Objectives: Upon completion of these activities, the student will be able to

- 1. understand how humans can positively and negatively interact with the physical environment, and
- 2. identify some of the regional resource issues in Alaska.

Materials Required:

- Novel, *Into the Wild*, by Jon Krakauer: 1996

Procedures:

1. Allow the students to read the book, *Into the Wild*, over a time period that is appropriate for your students' abilities. Or, read the book aloud to the students in class.
2. Students will create a PowerPoint presentation that includes the following:
 - ✓ A timeline that traces the protagonist's final two years of life. (Use *Timeliner* software)
 - ✓ A map tracing his route. (Obtain a map from the National Geographic's Map Machine)
 - ✓ A summary of the novel in which you analyze the interaction of the protagonist against and with the physical and human environment in Alaska.
 - ✓ Include your personal reflection of the book.

Assessment: Teacher created rubric based on students' abilities.

Adaptations/Extensions/Call-Out:

1. This project easily lends itself to the Language Arts curriculum and would be an opportune time to collaborate.
2. Collaboration with the Earth/Science teacher or the World Geography teacher to better understand the weather and climate issues for Alaska.

Resources:

- online maps
- *Timeliner* (software to create a timeline)
- *Into the Wild*, by Jon Krakauer, 1996; ISBN 0-385-48680-4
- Website about the "Arctic Circle": Natural Resources, History and Culture, Social Equity and Environmental Justice, Museum, and Virtual Classroom (<http://arcticcircle.uconn.edu/>)